LHS LIBRARY

Musket

Vol. XXIX, No. 5 | Lexington High School, Lexington, Mass. | February 1996

The Lexington High School Concert Band prepares for the recent Winter Band Concert. The Music Department has hosted a plethora of concerts and events this season. See page 3 for a complete round-up of the accomplishments of LHS musicians.

So many hours, so little time

990 forces schedule change

by Dan McFadden
and Owen Patrick

To comply with the new state requirement for 990 hours of instructional time, LHS will be forced to adopt a distinctly creative schedule next school year. Although the length of the school day will most likely reman the same, the block structure will be radically altered to meet the needs of the state while still serving the school community.

The bottom line in Principal Philip Lanoue's mind is "a schedule that gets to 990 hours. The standards are the overriding piece; then comes the schedule." To achieve this goal, the Schedule Committee has been working on creating "several different scenarios" that fit the state mandated mold, according to committee chair Kevin Kelly, a mathematics teacher at LHS.

Under the new proposals, 32 blocks a week would remain the maximum course load, while a new minimum of between 26 and 28 blocks a week would eliminate the much-craved ten free-block week currently enjoyed by many seniors. Pending the abolition of underclass study halls, the Schedule Committee hopes to "develop new uses of free time for students without open campus," according to Kelly.

Plans are being made to ease the frenzied schedule familiar to many students. Under some new plans, each day would consist of four or five blocks of increased length, rather than the present schedule of seven. Kelly hopes that such a division of time will ease the burdens of students with classes adjacent in time, but distant in range, as well as create more productive learning periods.

Lunch time is also under close scrutiny; the existing two lunch blocks may be split into three, each one longer than its present equivalent. Three longer blocks, proponents say, would help make the now hectic lunch block more relaxing for staff and students without breaking up periods of the same class.

A six or eight day cycle, by which classes would correspond not to days of the week, but rather to days in a rotating cycle stretching over more than a week, is also under close consideration. The principal advantage of such a system is its variability. Since class days would not correspond to calendar days of the week, Monday holidays could fall anywhere in the cycle, not necessarily always canceling the same classes, a boon for some perpetually disgruntled teachers.

A special block occurring once a cycle could give teachers out-of-class time to meet with students for special help and other needs. "There needs to be a time provided within the school day" for student-teacher interaction, says Lanoue, who confirms that X-block must be incorporated into the new system as well. "Senate time is a big thing," he adds; the Schedule Committee is exploring placing a variable Senate block in each cycle. The committee is trying to make the new block somehow more productive for non-senators than X-block has traditionally been.

Lanoue says that he and the committee "in the best of all worlds, would love to come up with a new schedule for September. The target is for the beginning of next year." Although confusion over any new or revised schedule is bound to ensue following its implementation, Kelly expects that "once people get used to it, [the new schedule will be] very natural." Testing some possible variants later this year is still feasible.

Senior Rebecca Schwartz (center) looks as if she could handle a longer schedule, but Millie Roy and Jantrue Ting are ready to leave French class.

Lexington students take stand at History Day fair

by Evan Harris

Lexington High School's second annual History Fair was held after school on Wednesday, January 31, in the Carr Center. The theme for this year's National History Day contest is "Taking a Stand in History." Participants could express their History Day entries in a variety of formats after carefully researching a particular topic of interest. Students could choose to present what they learned through media or dramatic presentations, written papers, or table-top poster projects.

A team of LHS history teachers judged the many outstanding projects at this year's fair. Prizes donated by private corporations and individuals were awarded to fair participants; prizes included certificates, medals, trophies, and monetary awards. The winners in the research paper category were Carissa Carter, Carey Schwaber, David Schwartz, Christopher Amar, and Tom Colatosti. Winners in the video category were individuals Felicia Kuo and Jennie Choi, as well as Sarah Day, Hanwei Hsieh, Alison Kraley, and Keegan Uhl for their group project. In the poster category, winners were Ethan Fried, Dow-Jane Chi, and Matti Meharry. Hester Young and Naomi Goodman were winners in the drama category.

"By and large all the projects were good this year. They were very good."

-History teacher Tony Palladino

These 16 students proceeded to represent LHS at the Regional History Day Fair. Lexington High School students swept nearly all of the top honors at the regional competition at Belmont High School on Saturday, February 10. In the research paper competition, Schwartz place first with his paper "Dams of the Colorado: A Conservationist Coup d'Etat," while Carter's paper "Stanton, Anthony, Steinem, and Friedan: Women's Rights: Taking a Stand a Century Apart" came in second.

Kuo's video "Harry Wu and Human Rights in China" and Choi's "The Conflict in Bosnia: Taking a

**HISTORY DAY-
Continued on Page 2**

Town reacts to risk survey

by Julie Radz

Due to the alarming results of the 1995 Massachusetts Youth Risk Behavior Survey (MYRBS), Lexington High School is taking steps to try to reduce the high rates of illegal or risky behavior among students.

The survey, taken in May 1995 by about one-half of the student body, indicated high rates of smoking, drinking, and drug use among students at Lexington High School. Several of these percentages, including those regarding smoking, drinking, and marijuana use, were significantly higher than the state averages.

**SURVEY-
Continued on Page 2**

Inside

BILL FLURRIES ATTACK 1996 SENATE
Open campus, library space, and Internet access among issues discussed. *Page 2.*

PERFORMING ARTS SPECTACULAR
Musical and theatrical events make winter brighter; the *Musket* reviews them all. *Page 3.*

LEARNING TO LEARN TOGETHER
Dafna Hochman and Phillip Oliff discuss the benefits of diversity and heterogeneity. *Page 4.*

DASHING INTO SPRING
Some winter sports teams end the season on a high note, for others it's wait 'til next year. *Pages 7 and 8.*

It is plain to see that Mike Hemond is "the man" when it comes to physics.

Open campus, Internet, library on Senate agenda

by Sarah Park

On February 14, the LHS Student-Faculty Senate engaged in a spirited discussion about the future of open campus. Principal Philip Lanoue spoke to the Senate about how changes in the curriculum and schedule over the next few years will affect open campus. The administration is currently considering tightening enforcement of "closed campus" for freshmen and sophomores and restricting open campus privileges for juniors, among other possibilities. At the recent meeting, a majority of Senators expressed favor for the existing open campus system.

In another development, with computer technologies becoming the way of the future, it seems only natural that LHS should put itself on the information highway. The latest bill to hit the Senate would make it easier for students to get school Internet accounts. If passed, the Internet Bill would give every LHS student an Internet account. The bill also attempts to ensure that students would know how to use their accounts by providing students with information about the Internet, World Wide Web, e-mail, and the school's technological resources, as well as instructions on how to access their accounts.

All students can currently get Internet accounts by contacting Math Department Head Ed Good. Students now receive parental consent and responsibility waiver forms when they apply for accounts, but they do not receive instructions on how to use their accounts.

Many students feel that the Internet Bill would be helpful to the LHS community. Senior Computer Club member Matt Billmers comments that "the Internet will have a large role in the future of communications, so it's a good idea for all students to have access to it. The bill is a good way to expose students to the Internet."

The Senate's initial discussion of the bill revealed much sentiment in favor of it. The Senate decided to postpone voting on the measure until it could gather more information about the technical feasibility of the proposal.

Addressing what purpose the student library should serve was the focus of the January 31 Senate meeting. The Senate ultimately voted down the Library Bill, which would have divided the library into two sections, one reserved for quiet study and the other designated for group work. Reasons for the bill's failure included concern about space shortages and the possibility that the library could be radically restructured in coming years.

Tentative changes, according to Library Media Coordinator Martha Stanton, include converting what used to be the G-House industrial arts wing into a library and technology center. The move would increase library space to three or four times its present size.

At the meeting, Stanton said she welcomes student input concerning how the library should change: "We need to identify the space that students need. Right now we're only brainstorming, so we would love student suggestions for how [students] would like the library; we're trying to identify [the library's] purpose."

For the first twenty minutes of the January 31 meeting, the Senate could not begin its scheduled proceedings because of a lack of a quorum. Twenty-six Senators must be present in order for the Senate to vote. The Musket will publish complete Senate attendance records prior to the May elections.

LHS historians take top honors

HISTORY DAY- From Page 2

Stand for Peace" took first and second place honors, respectively, in the individual video production competition. In the group video category, Day, Hsieh, Kraley, and Uhl received top honors for their presentation "Vietnam: Students at War with War."

Goodman, portraying "Margalit Landau: The Story of a Resistance Fighter" placed first in the individual dramatic performance category, while Young took second place for "Eyes of Truth: The End of the Chetenne Way." In the project display category, Meharry took a second place for her project "Finland: The Winter War 1939-40" and Fried took third for "Elie Wiesel: A Voice Amid the Silence."

The top two finishers in each category qualified for the statewide competition to be held at the end of March. Participants at the state level than have the opportunity to advance to the national fair in Annapolis, Maryland in June, where students from schools around the country will compete.

Judges looked for many things in evaluating the assortment of history projects submitted to this year's fair. Some of the major criteria used to judge student projects were accuracy of information presented, in-depth analysis of a topic, demonstration of knowledge of the historical context of the topic, and use of a variety of resources in the research process.

All projects entered in the National History Day competition must meet very detailed requirements for length, size, or time. Judging at the district level is very strict; students whose projects do not meet the specific requirements are not even given a chance to move on to state competition despite the quality of their projects. Freshman history teacher Tony Palladino said, "The table top [posters] have to conform to very specific dimensions, and if they don't, they get tossed no matter how good they are."

Palladino was enthusiastic about the quality of the projects submitted to this year's fair: "By and large all of the projects were good, they were very good!" The History Day competition taught and reinforced many important skills to its participants. According to Palladino, students not only gained new knowledge but received practice in reading, writing, and communication skills.

Health program responds to survey

SURVEY- From Page 1

Jennifer Wolfrum, the Lexington coordinator of health education, was not surprised by the results. Because 1995 was the first year Lexington participated in such a survey, she says, there is no baseline against which to compare the statistics.

Wolfrum adds that although much of the responsibility for substance abuse problems has been placed on the schools, the issue is in fact "community-wide." In order to make any real progress, the school and the community must work together with parents. Wolfrum notes that it "is difficult for the Life Skills program to convey the risks of these behaviors when students see their parents engaging in some of them. When a student sees a parent smoking or using alcohol irresponsibly, it does little to reinforce the message displayed in the Life Skills program."

In response to the problems highlighted by the MYRBS, Principal Philip Lanoue is planning a dialogue night at which parents can talk to one another and to their children regarding this issue. Lanoue, who was "alarmed, but not surprised, by the results," is reviewing the drug and alcohol policies with faculty. These policies are intended to assist teachers in responding to students with drug or alcohol problems. The survey "confirmed [his] concerns" and was a clear sign that the issue "can not be ignored" any longer.

In an attempt to inform parents of the situation at the High School, the Drama and Social Issues classes developed a presentation about drugs and alcohol. The students in the course performed for the parents of juniors and held a question-and-answer period after the presentation. "Many parents were surprised by what they saw at the presentation, and [it] helped them realize what was going on," commented one participating junior.

"There is no easy solution to this problem. We need feedback from students regarding what works and what doesn't."

-Health coordinator Jennifer Wolfrum

Although Wolfrum said she would like to have more Life Skills classes, she did not see an expansion of the program happening in the near future. Instead, the Life Skills program is making better use of its time. Recently, the Life Skills program has had several speakers come to LHS. During the Great American Smokeout, Bob Mehman, a broadcaster who has had a laryngectomy, spoke about the dangers of smoking.

Juniors taking Life Skills saw presentations on a variety of topics, including smokeless tobacco, sexual identity, and HIV and AIDS. Wolfrum is planning to have a young man who was involved in a drunk driving accident come and speak. Attaching a face to these issues, she says, dispels the idea that these are foreign concepts that can not affect the students at LHS.

Fortunately, the rates of the students who were sexually active or who had unsafe sex were lower than the state averages. Because of the Life Skills program, the percentage of students who had been taught about HIV and AIDS at school was significantly higher than the state average.

"Unfortunately," states Wolfrum, "there is no easy solution to this problem." She also notes that the students are the ones who determine if a program is successful. She adds, "We need feedback from students regarding what works and what doesn't."

It's love at first sight: Tim Schugert is completely enamored by an e. coli bacterium.

News Briefs

SUPPORT LANGUAGES: WIN A VACATION

On April 2, 1996, the Lexington High School Foreign Language Department will hold a raffle drawing in order to raise funds to help defray the cost of running the annual student exchanges to France, Spain, and Mexico. The money raised will go to partial scholarships for students who would not otherwise be able to participate in exchanges; field trip expenses; and admissions to local historical sites for foreign students.

Tickets ($1.00 each) may be purchased between March 6 and March 28 from the Foreign Language Department's D-House office. The award, an all-expense paid weekend to Montreal, is sponsored by Susan Johansen, owner of Lexington's Discovery Travel, who handles and supports all travel arrangements for the exchanges.

STILL ON SALE...

More than half of the 1996 yearbooks planned to be printed are sold, and the yearbook has not even been published yet! Order your yearbook for just $48.00 before they're all gone. Forms are available in the main office.

Last year's publication earned a first-place award from the American Scholastic Press Association. Be part of the winning tradition: get a yearbook.

Sophomore violinist Kevin Chen prepares for the Lexington Winter Orchestra Concert.

Student composers make Jazz Nite swing

by Josh Rosenthal

On January 24, LHS held its second Jazz Nite of the year. Consistent with tradition, this performance was comprised entirely of pieces written by students in Jazz Improvisation classes and the LHS Jazz Combo. According to teacher Jeff Leonard, the pieces which most stood out were those by Alex Levis, Eric Rosenbaum, and Jason Hester.

Senior Alex Levis is a pianist in the Beginning Jazz Improvisation class, and his piece, entitled "Diggety," had a funky Latin beat to it. Since he first took Beginning Jazz, Intermediate player Eric Rosenbaum has almost always had a piece in Jazz Nite. This time was no exception, as the junior trombonist displayed his fine songwriting skills with "A Bed of Neuroses," a quick and peppy swing piece. Perhaps the finest and most original piece of the night was by Jason Hester, senior and guitarist in one of the Intermediate classes. "Deep Blue" was a slow ballad, with a moving melody and fine solos by Hester and his classmates.

As he looks forward to the next Jazz Nite, scheduled for March, Leonard has some goals for his students. He feels that some of them need to become more extroverted on the stage, which would make them true performers. He would also like to see an increase in the number of exciting performances. Leonard wryly commented that larger crowds would be nice. So to all LHS students: come to the next Jazz Nite! It will feature pieces by the great pianist Thelonius Monk, and it will be a fun, swingin' night.

THANK YOU

The *Musket* cordially thanks Yearbook editors-in-chief Katie Gross and Amy DiLuna for their help with this issue, especially for providing photographs for our music and theater page.

Northeast District joins in harmony

by Rebecca Tsai

On January 5 and 6, 1996, 39 LHS students traveled to Gordon College to participate in the Massachusetts Music Educators Association's Northeast District Senior Festival. "Districts," as students refer to it, is an annual event in which talented high school musicians from the area gather to make music. Students were selected for the four groups--chorus, concert band, orchestra, and jazz ensemble--based on auditions held last November.

Like many previous years, Lexington had the most representatives of all the attending schools. However, unlike in the past, this year's group faced the challenge of preparing a full concert program with half of the expected rehearsal time as the first day of the festival was canceled due to snow. With only six hours of practice time, the musicians pulled off a performance which received standing ovations.

The chorus opened the concert with "The Star Spangled Banner." Directed by Richard Travers, the singers then went on to a variety of other works ranging from excerpts from Mozart's *Requiem* to "Soldier, Won't You Marry Me?" by Paul Halley. The orchestral portion of the concert began with *Les Preludes* by Franz Liszt. Conductor Steven Daridoyanes then led the orchestra in excerpts from Igor Stravinsky's *Firebird Suite*.

The band, conducted by Daniel Riley, was next on the program, performing Reed's "Punchilnello," Hindemith's "March from Symphonic Metamorphoses of theme by Carl Maria von Weber," and Leonard Bernstein's "Slava," a piece that was also performed by the LHS Wind Ensemble at the Pops concert last May. The crowd-pleasing jazz ensemble, led by Jerry Seeco, concluded the afternoon concert with Jordan's "Jordu," Golson's "I Remember Clifford," and Brown's "Blues Walk."

"It's sad that this is my last year," reflects LHS senior and districts veteran Cindy Liang, "but it's been a worthwhile experience." However, the "experience" is not over yet. In March, Liang, along with some other LHS students, will participate in the MMEA's All State Festival, a similar event which draws musicians from all over the state. Also attending the three-day conference will be two LHS music teachers, Brian O'Connell, as the choral manager, and Jeffrey Leonard, as the housing coordinator.

Band Concert creates melodious union of Lexington music students

by Dan Shiau

Visitors passing the LHS auditorium on the night of January 31 might have heard some unusual off-key warbles. No, it was not the vociferous crowd cheering at the wrestling meet; it was the Winter Band Concert, featuring the LHS Concert Band and Wind Ensemble, along with the Elementary and Middle School Bands.

There was a great turnout for the concert, as close to one thousand parents, students, and other music lovers attended. Jeffrey Leonard, director of the high school bands, commented that the crowd was larger than that at any previous Winter Band Concert. The size of the audience, combined with the immensity of some of the performing groups, created an exciting atmosphere.

The evening began with the Wind Ensemble playing three pieces including "Concertino," a solo piece for senior clarinetist Josephine Chu. Despite the limited rehearsal time for the Wind Ensemble due to numerous snow days, Chu played the solo beautifully. Chu called the experience "exhilarating and enjoyable." Erupting with thunderous applause immediately following the piece, the audience seemed to concur with her assessment.

After the Wind Ensemble finished, the All-Elementary Band played some familiar tunes. Next, conducted by Daniel Riley, the Combined Middle School Repertory Bands performed versions of the "Superman" and "Flintstones" themes which the audience loved. Following that performance, the more advanced Middle School Wind Ensemble, with the ever-popular David Samour conducting, delighted the audience. Closing the night, the LHS Concert Band played pieces including "Fortress" by Frank Tichelli. Lexington High School was recently commissioned to play a series of pieces written by Tichelli, a contemporary composer.

Throughout the concert, the audience members and the three band conductors noted the salient progression from elementary to high school bands. Riley commented that "it was good for the younger kids to be able to see their goal [and to be] inspired." Samour was likewise excited about the enthusiasm of the younger groups. With the budding potential showcased at the concert, next year is sure to be an impressive musical experience.

"[The Winter Band Concert] was good for the younger kids to be able to see their goal [and to be] inspired."

-Middle School Band Conductor Daniel Riley

Winterfest '96 brings drama to cold season

by Andrew Garland

Question: Winterfest '96 is:
A. A festival of winter productions
B. Thick, throbbing, thematic theater
C. Polite, personable, pacifist productions
D. Stark, scintillating, super-duper skits on stage
E. Another one of those revival rock concerts
4. This is a trick question
G. All of the above (especially A, and not so much C)
Answer: True

Winterfest, an annual theatrical celebration sponsored by the LHS Drama Club (those cuties), is a collection of student-directed and student-written plays. At Winterfest '96, in three nights of intense passion and keen wit, the audience witnessed theatrical works ranging from Shakespeare to Schubert, from Plath to Python, from Hicks to... well, he's in a class by himself.

Winterfest brings forth those problems that we, as the youth of America, must all recognize: Love, Racism, Fear, Obsession, Destiny, Conformity, and that perennial favorite, Teen Angst.

The presentation took place on the evenings of January 25, 26, and 27 in the LHS auditorium. Attendees enjoyed a single night of spectacular theater for only $3.00 or paid $5.00 for a three-night backstage pass (now increasing in value as a collector's item). Each night, both hard-core veterans of the LHS stage and brave newcomers performed seven insightful, intriguing plays.

Between performances, the audience was entertained by the occult yet refined skits of the LHS Improv Troupe and the ludicrous antics and sultry song stylings of hosts Omer Trajman and Matt Hicks. Their light-hearted entertainment lit up the stage (with help from the spotlights).

"I was extremely impressed by the talent and creativity of my classmates," commented senior Dave Myung.

The LHS Drama Department's first major production of the year, William Shakespeare's *Hamlet*, was a preview of great theater to come. The Drama Club hosted Winterfest in January, and the Drama and Music Departments will join forces to produce *West Side Story* in the spring. **See story on page 6.**

True education requires focus on community

Youth is intrinsically linked to selfishness. A child must rely on the support of others to assure his own survival. In adolescence an individual readies for independence. With adulthood impending a child must transform, acquiring skills, competence, understanding, and a sense of responsibility to become a productive member of society. By the time an individual graduates from high school he should be ready to accept his role as a responsible adult.

Unfortunately, the educational experience at Lexington High School, and at other suburban high schools, tends to prolong the selfishness of childhood. Students generally focus narrowly on their own pursuits and do not develop a sense of perspective concerning their places in the community and in society.

For a majority of students at Lexington, image is overwhelmingly important. The obsession with image manifests itself in many ways. Perhaps the most prominent example is the all-consuming drive toward admission to college. Students attempt to sculpt perfect transcripts while maintaining a proper balance of extracurricular activities.

The culture created by the pursuit of a perfect transcript leads to immense divisions within the student body. It is easy for a student who is struggling to maintain a pristine academic record to forget that he is a part of a larger community. Isolating students from each other by confining them to rigid academic tracking systems is one way the school contributes to this culture of self-centeredness.

Many argue that the inclusion of "less competent" students in heterogeneous classes will slow the pace of education for those students who excel. To a certain extent this assertion is true. Total integration, especially in math, science, and foreign language classes, is extremely difficult to achieve. Integration requires excellent teaching strategy and skill in addition to student interest and involvement. Yet the viewpoint that the highest achievers at the school are best off academically isolated from those enrolled in lower level courses leads to apathy and ultimately to ignorance on the part of all students.

Education is not simply a game in which participants collect knowledge and vie for a better score to attain a higher status at the next level. The pursuit of intellectual growth is important, yet it must be placed within a proper context. Why do students of foreign language and culture participate in exchange programs? They could learn the language and a great deal about the culture within the confines of a classroom. Yet the opportunity to travel allows them to be immersed in another society, and consequently they are able to develop an understanding of language and culture in their native context.

Often students do not perceive the lack of community at Lexington High School because they are so entrenched in their own academic and extracurricular universes.... Students should be willing to take an active role in forging a cohesive sense of community.

Just as a student can acquire a strong sense of another culture by immersing herself within it, she can learn a great deal about unfamiliar aspects of her own community through association wit a diversity of people. Any society is composed of a broad range of viewpoints; one must consider all of them to fully understand the community.

Is it possible to integrate a sense of community into the educational experience at LHS? One way to achieve this aim might be to make the theme of community a meaningful part of the curriculum. Currently, issues such as race are often either ignored or dismissed as abstract political-intellectual concerns and are excluded from mainstream discussion around campus. Creating classes of students with diverse talents should supplement such curricular changes in order to form a complete educational experience.

Often students do not perceive the lack of community at Lexington High School because they are so entrenched in their own academic and extracurricular universes. Once the school population acknowledges the lack of togetherness at LHS, students should be willing to take an active role in forging a cohesive sense of community.

-Phillip Oliff

Ninth-grade heterogeneity: a "prerequisite for real life"

Ask any hockey player, band member, class council officer, or smoking corner regular how he or she made many of his or her close high school friendships. Many will answer "freshman year homeroom."

As a newcomer to the Lexington school system in ninth grade, I have fond memories of my homeroom and of my freshman year English and history classes, which all consisted of the same students. Although Steve Pawliczek, in his January editorial, criticized freshman heterogeneous grouping as a superfluous attempt to "create a yet-undefined social utopia," these classes are valuable for numerous reasons.

Primarily, the randomly-grouped classes provide an opportunity for students to meet a diversity of their classmates. Students not only encounter peers with a variety of academic interests and abilities, but they also interact with people with an array of talents in sports, music, art, and drama. Pawliczek too hastily differentiates academic goals from "an abstruse notion of cultural pluralism." He fails to realize that pluralism in not only an integral part of academia but also an essential component of the larger world.

What better place to learn the important lifelong values of cultural and social acceptance than a ninth grade English class? LHS students are far from tolerant of differences, as last year's racial conflicts painfully revealed. Perhaps integrating different social and racial factions in the classroom could help alleviate cultural strife within the school community. With the onset of homogeneous tracking in tenth grade, I have been surrounded by the same group of students for the past three years; I now wistfully realize that many of my 350 classmates do not even know my name.

"Conscientious students of higher ability" have a rude awakening facing them when they descend from their exclusive bubble of honors classes. The "elite" royalty of LHS, who were so bored in "watered down" freshman classes, might not ultimately be successful.

Pawliczek's comparison of "group work" in the classroom to tasks in the workplace makes it apparent that he, like the majority of the so-called "honors crowd," has never been employed. In the workplace, the "stronger students" are often superseded by their "underperforming" counterparts. It took only a week of working for me to realize that skills necessary to achieve in school were distinct from those required for success in the workplace. How to follow directions, cooperate with fellow workers of different ages and backgrounds, and make small-talk with customers are not taught explicitly in honors classes at LHS.

"Conscientious students of higher ability" have a rude awakening facing them when they descend from their exclusive bubble of honors classes. In fact, despite our earth-shattering average SAT scores and enormous college success rate, the "elite" royalty of LHS, who were so bored in "watered down" freshman classes (funny, if I remember correctly, these same students complained about the 20-page research paper) might not ultimately be successful. In the coming years, these students might be forced to repeat heterogeneous English and history as a prerequisite for real life.

-Dafna Hochman

Musket

Editor-in-Chief ..... Margot Minardi
News Editors ..... Stefanie Berman
Adam Bund
Matt Kishlansky
Editorials Editors ..... Christopher Amar
David Eisner
Steve Pawliczek
Features Editors ..... Rochelle Mackey
Nicholas Rose
Sports Editors ..... Phillip Oliff
J.R. Rudman
Layout and Art Editors ..... Jesse Herman
David Myung
Photography Editors ..... Eling Chang
Tom Kennedy
Joseph Yoon
Technical Editor ..... Alex Roetter
Business Manager ..... Kiran Raj
Distribution Manager ..... Ethan Handwerker

* * *

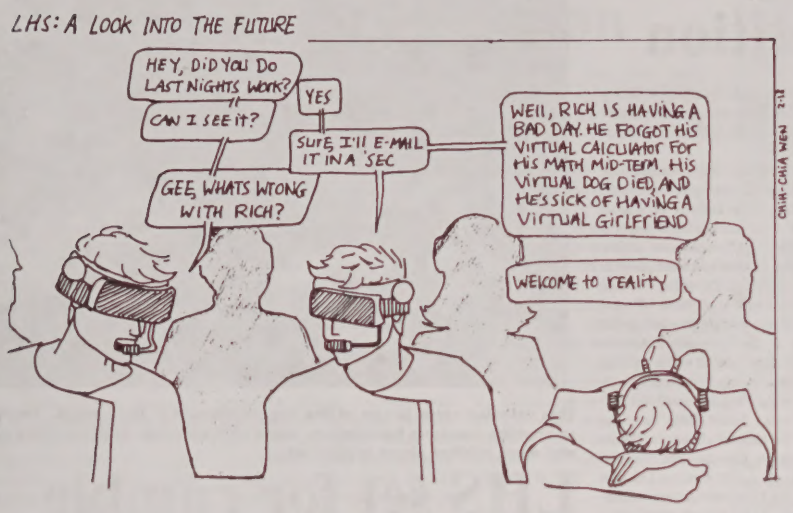
Faculty Advisor ..... Sam Kafrissen
Printer ..... Belmont Printing Company

* * *

Reporters ..... J. Amar, A. Garland, P. Gelling, E. Harris, D. Hochman, S. McCabe, D. McFadden, S. Park, O. Patrick, J. Radz, J. Rosenthal, R. Roy, K. Shei, D. Shiau, R. Tsai, K. Weinstein

Cartoonists ..... Casey Edwards, Chih-Chia Wen

The opinions expressed on these editorial pages are the views of either the *Musket* editorial board or of individual staff members. They are not necessarily a reflection of school policy, nor are they intended to mirror the ideas of every student. Therefore, *Musket* realizes its responsibility to print other opinions. Leave short, tasteful letters to the editor in the *Musket* mailbox in the LHS Student Activities Center or mail letters to the editor to: MUSKET, 251 Waltham St., Lexington, MA 02173. Letters may be submitted by e-mail to musket@stu.c.lexington.ma.us. Only signed letters will ordinarily be printed. *Musket* reserves the right to edit for length and clarity.


LHS: A LOOK INTO THE FUTURE
HEY, DID YOU DO LAST NIGHTS WORK?
YES
CAN I SEE IT?
SURE, I'LL E-MAIL IT IN A SEC
GEE, WHATS WTONG WITH RICH?
WELL, RICH IS HAVING A BAD DAY. HE FORGOT HIS VIRTUAL CALCULATOR FOR HIS MATH MID-TERM. HIS VIRTUAL DOG DIED, AND HE'S SICK OF HAVING A VIRTUAL GIRLFRIEND
WELCOME TO REALITY
CHIA-CHIA WEN 2-12

It's an open-and-shut issue: Keep the campus open for all

As a new reign falls over Lexington High, it's only fair to expect many changes. There is no possible way to please everyone and still accomplish what needs to be done, for the school needs to educate its students efficiently and effectively. Open campus should be unaffected by these changes, however. As long as I have been in the Lexington Public Schools, I have never heard of a single incident to show a problem with open campus. Open campus has some positive qualities and would be a nuisance to eliminate.

The first step in the "new" open campus policy proposed by the administration is the publicizing and possible enforcement of the existing rule confining freshmen and sophomores to school property during school hours. It's probably great news to worried parents and anti-smoking corner stiffs, but the High School already has very little cafeteria space and a growing problem of mass hallway loitering.

There's also the rebel scenario: if a rule is imposed, it's going to be tested. So next they'll need someone to enforce the closed campus policy and make some examples so the masses will heed the regulations. Who will be the enforcers? Not the already overstressed teachers who won't tolerate any more "duties." If somehow money started falling from the sky, the school could hire the entire Alliance Security squad. Police are out of the question because they're all tied up with much more important and dangerous crimes like skateboarding. Maybe it would be easier to dig a moat. I can't wait to see what they do in coming years with even larger freshman classes approaching.

In future years they plan possibly to eliminate open campus for juniors. This idea seems less logical than confining freshmen and sophomores to the campus. Almost the entire junior class is over sixteen years of age. At about that age one can acquire a driver's license or even a gun license: maybe they're afraid we are going to drive around and shoot people during free blocks and lunch time.

The final phase would seem to be the complete elimination of open campus and seclusion of the entire student body on school grounds. I'm still not sure what crime I committed when I was four for which I received a 13 year sentence in public school. The arguments against open campus seem to be that it prompts students to use the smoking corner, that open campus results in tardiness and absences from class, and that "we are the last school in the area to still have open campus."

First, if people can't smoke during school they will just smoke more after school. Second, every teacher has always hated tardiness, but even without open campus there will still be the A-House to J-House walk, crowded hallways, and simple procrastination. If open campus were gone, there may be a slight decrease in cut classes, but the tightly packed climate and lack of personal space will lead to an increase in fighting and absences, not to mention vandalism or even classroom sleeping. Finally, I can't count with a scientific calculator the number of times I've heard this cliche: "If all the other schools were jumping off cliffs, would you?"

-Stephen McCabe

Putting the customer last

Massachusetts Governor William Weld recently appointed Boston University president and former gubernatorial candidate John Silber head of the state Board of Education. Silber moved promptly to concentrate the educational policy-making power in the hands of an elite few. The educational restructuring plan he is submitting to the state legislature reduces the number of people on the Board of Education, notably by eliminating the student representative's position.

Silber's actions are reprehensible not merely because they are blatantly anti-democratic, but also because they hinder sound educational policy-making. Social exchange is a vital part of the educational process: education results from interaction between administrators, teachers, and students. A school system's ostensible goal is to help students develop into knowledgeable, productive members of society. By silencing the voices of those whom schools are supposed to serve, Silber has ignored the marketing adage "put the customer first."

Lexington High School students are fortunate that in many school policy arenas, teachers and administrators do not simply tolerate their voices but actively solicit their input. Each year, LHS elects student representatives to the School Committee and the Site-Based Council, groups that have real power to make change. Immediately upon arrival at LHS, Principal Philip Lanoue created a Principal's Instructional Council, including student representatives, to advise him on issues of concern to the school.

Library Media Coordinator Martha Stanton encourages students to inform her of their needs, wishes, and ideas concerning technology and information resources at the High School. Health Education Coordinator Jennifer Wolfrum wants to know how the Life Skills program can better serve its students. Many teachers use the official, standardized teacher evaluation form or other tools to gather course-related feedback from their students.

In the late 1990's, at Lexington High School and at other Massachussetts schools, times are changing, literally and figuratively. A new schedule, new graduation requirements, and new facilities promise to make high school in the twenty-first century almost unrecognizable to those of us who will graduate soon.

Lexington High School can not implement and sustain effective change without help and ideas from students. Nor can the state draft productive policy without consulting those whom educational legislation and regulation directly effect. For the sake of all students and educators in Massachusetts, let's hope the state disregards Silber's advice and uses Lexington's model: a system in which responsible teachers and educational administrators cooperate with students to make policy that works for all.

-Margot Minardi

51 ways to make the most of your second semester

Ah, second semester. While seniors spend their time sunbathing at the beach, juniors have to worry about SAT vocabulary words, unless they are shooting for 400s like Jacob Krich. If you are a workaholic like Andrew Merseth, you may be searching for the perfect activity to fill your precious moments of liberty. On the other hand, you may find yourself with nothing to do and too much time to do it in, like Steve Pawliczek. Either way, you need to learn what to do during your free time.

Some old favorites never die. For the nostalgic among you, we offer the following suggestions from Dan Marx, class of '93, half of the immortal Dan & Dan journalistic powerhouse:

Slip 'n' slide down the main hall, "Red Rover," start a rumble in C-house, croquet or bocci ball along with cursing in Italian, "follow the leader," help Housemaster Capezza enforce attendance policies with a big stick

For those of you craving new and exciting strenuous activity, here are a few ideas for some fun frolicking:

Pingpong against Adam "Gump" Bund, Frisbee in the senior quad, snowball fights in the main quad, attend mandatory pep rally (those are coming back according to Mr. Dulong)

Many people are already fulfilling their daily requirement for exercise from gym class and should try less active endeavors:

Sleep, contemplate the universe, origami, deep breathing, sit in on Doc Fiveash's mythology class, play with Slinky or Play-doh, reminisce with Mr. Stuhr about his old basketball-playing days, doodle, study, sing, talk cows with Doc Shohet, torment Mrs. Masselam, Spades

Matt Kishlansky suggests driving to Mobil to check out clandestine hotspots of action; we are not sure what he is babbling about. For the rebellious among us, who, like Matt Finkelman, feel that rules are meant to be broken, true criminals can perpetrate a number of high crimes in an hour:

Help Mike Horowitz haze underclasspersons, pull a fire alarm or three, throw water balloons out the SAC windows at unsuspecting targets, help with money-laundering operation at the LHS Bank of Opportunity, *help Kiran Raj with the illegal gambling operation he runs out of F-caf, slash tires in the faculty parking lot, sign yourself out of your next class (if you are underage, try forgery), explore your pyromaniacal tendencies in chemistry class*

For you armchair lawyers, the Supreme Court says that your car is a "zone of privacy," so smoke away, Chris Manschrek. In case you were wondering, vandalism is still legal under the stairs leading to the student parking lot. If you have more social conscience, we present the following:

Set fire to the "risk-behavior" survey, stand on the street corner with Margot Minardi to spread social movement propaganda (as if distributing the Musket *wasn't enough), boycott the* Musket, *incite a riot in J-house, chain yourself to a locker, chain someone else to a locker, flog detention-skipping punks at the flagpole, help Dictator Amar(either one) take over the school, start an underground newspaper*

Still bored? If you're tired of spending your free time hanging out in the library, we have some challenging suggestions:

Discover the meaning of life, engage in a ditch-digging contest against shovel-king and Leon Trotsky look-alike David Myung, translate ethnic slurs for Cuban refugees, attempt to pull a "fast one" on Mr. Rahman, make sure that a Replace-*sponsored social event doesn't turn into a drunken orgy*

If the last suggestion was too hard, we suggest you try something simpler that anyone can do like, say, making fun of ex-Superintendent Phil Geiger. For those of you who don't value your life, try these:

Jump student parking lot speed "bumps," drag-race down Worthen Road against Jerry Titus (he will make you like Driving Miss Daisy), parlez anglais *in Gigi's French class, get on the bad side of Kate Peltz, watch MTV in the Writing Workshop room, test to see if the laws of physics really do apply to you by driving really fast around the flagpole*

So who says there's nothing to do at LHS? Certainly not us.

P.S. All the Musket staffers are revolutionary communists except for Kishlansky, who is really the feared Plow Man.

-Ken Shei

Debaters annihilate national competition

by Ranjan Roy

The Lexington debate program has traditionally been one of the strongest in the nation, and, as the season winds down, this year is proving to be no exception. Most recently, the LHS varsity policy debate team enjoyed overwhelming success at the Harvard University Debate Tournament.

Lexington debaters won seven out of the 20 top speaker awards at Harvard, where 150 two-person teams from across the nation debated this year's topic, American foreign policy toward China. Seniors Mike Horowitz and Alex Roetter reached the quarterfinals after closing out over classmates Adam Bund and Brandon Murakami in the octofinal round. Seniors Jacob Krich and Kiran Raj debate their way to quarters, while seniors Leah Platt and Nick Rose ultimately lost in the octofinal round. Juniors David Enrich and Geddes Golay reached the double octofinal round.

Earlier in the week, at the Harvard Round Robin, Horowitz and Rose competed against nine of the top teams in the nation. They left with a second place trophy and a third place speaker award for Horowitz.

While Horowitz and Rose were at Harvard, Bund and Murakami were on their way home from California. At the Stanford University Debate Tournament, where 200 world-class teams competed, Bund and Murakami advanced to the octofinal round, garnering fifth and eighth place speaker awards, respectively, along the way. At the Stanford Invitational Round Robin, Bund and Murakami tied for third place, with Murakami winning fifth speaker.

The success doesn't end there. Krich and Raj debated at the prestigious Pace Round Robin in Atlanta. Sadly, the senior duo and teammates Horowitz and Roetter missed the opportunity to compete at the respected Barkley Forum Debate Tournament at Emory University when a bit of ice forced the Atlanta tournament's directors to cancel the debate. Rose and Platt trounced the competition by advancing to the semifinals at the Glenbrook tournament in Illinois and octofinals at the Georgetown Day School tournament in Washington, D.C.

Though the varsity team has nine seniors scheduled to graduate on June 9, next year should be equally successful. The junior team of Enrich and Golay has beaten the most formidable of opponents, by advancing to finals at the Blake School tournament in Minnesota and quarterfinals at the Lakeland tournament in New York. Junior Andy Diamond, debating with senior Kenny Shei, won the Manchester tournament and just escaped the Harvard elimination rounds.

The team currently has five teams debating in their first year of varsity competition. These partnerships have claimed awards at various regional tournaments, including the Lakeland and Newburgh tournaments in New York, as well as the Bergenfield tournament in New Jersey. Lexington's many novice debaters have fared well in all levels of competition. The novices literally cleaned up the novice division at the Bergenfield tournament, where Lexington won all of the top four berths and provided the top three speakers.

The young Lincoln-Douglas squad had also done well this year. Senior Irene Tung has been a force on the national circuit, in tournaments as distant as Chicago and Atlanta. Senior and first-year L-Der Cynthia Lin won second place at the Hendrick-Hudson tournament in New York. At the Manchester Central tournament in New Hampshire, sophomore Jon Keane was first speaker, while sophomore Chetan Hertzig and junior Crystal Cordell won fourth and fifth place, respectively. In extemporaneous speaking, juniors Enna Eskin, Larry Liff, and Phil Murphy have enjoyed considerable success.

Lexington's own Winter Debate Tournament, held over Martin Luther King weekend, was something of a financial disappointment. The tournament is usually one of the team's principal sources of revenue, but this year the aftermath of the Blizzard of '96 kept many teams at home. Still, the teams that did attend enjoyed Lexington's unique blend of New England hospitality and quality debate competition.

The team of Mike Cole and Chris Fenton from Lakeland High School in New York won the varsity policy division, triumphing over the team from Canton Central Catholic High School in Ohio on a 4-1 decision. Nate Everett from Manchester, Mass. won the L-D division; the final rounds of Lincoln-Douglas were dominated by debaters from the region, a good sign for regional L-D competition in the future.

This calculus class is one of the largest classes in the school. Thanks to creative teaching techniques, many LHS students are becoming more and more excited about mathematics.

LHS set for rumble

by Adam Bund

In a dramatic shift from this Winter's acclaimed performance of Hamlet, the Lexington Drama and Music Departments are preparing to showcase *West Side Story,* the tragic musical about two gang members in love.

This time, in a departure from years past, all of the major parts will have understudies, in the event that the primary actor is unable to perform. All of those involved seem immensely excited about the upcoming production. Senior Hui Yung, the understudy of junior Kate Gang for the leading female role of Maria, explains that, "it is nice to do a play that students can relate to more directly than they did to say... *Hamlet. [West Side Story]* really broadcasts a timeless theme." Gang, the actress playing one of the star-crossed but doomed lovers, will control massive amounts of stage time. As her romantic foil, junior Sean Sealy will transform himself into Tony, the member of a rival street gang. Both of these actors and their wonderful voices are remembered from plum parts in last year's musical, *Hair*.

Senior Alex Roetter exclaims that, "Kate Gang has one of the sweetest voices that I have ever heard. She'll be great in her new part." Senior Eric Schrauwen will be Sealy's understudy.

To complete the cast, junior Andrew Garland will play the part of Riff, while senior Shani Graham will be Anita. Senior Miriam Kassell will act as Graham's understudy. Sophomore Jason Leekeenan is the musician assigned to accompany the play on the piano.

The play will be performed on the nights of May 9, 10, and 11. different twist this year will be an afternoon performance starring only the understudies. Yung is "happy that the other understudies and I will have the opportunity to perform."

West Side Story is *Romeo and Juliet* transported to the West Side of New York City in the 1950's. It is the tale of two teenagers, one a member of the street gang the Jets and one is a member of the Sharks, who fall in love. Needless to say, their compatriots disapprove of the union, and disaster results.

Calculators, computers, and quilts: LHS math teachers try innovation

by Kenneth Weinstein

If you happened to glance in the classrooms of math teachers Margaret Gottlieb or Kevin Kelly during the last few weeks, you did not see either of them standing at the blackboard, lecturing on the finer points of congruent triangles or trigonometric equations. Nor did you see their students, heads bent over desks, working silently on the latest set of problems from their books.

Instead, if you were lucky enough to visit Gottlieb during F block, you witnessed groups of students drawing templates and helping each other sew together swatches of fabric. In Kelly's class, students were working together to discuss and solve problems, exploring the subject matter actively instead of receiving the material passively.

Gottlieb's Level 2 Geometry students had just begun working on congruent triangles in late December when Gottlieb realized that she could teach them the material by creating a quilt with the class. Groups of four to five students each created a patch, whose designs consisted mainly of triangles, for the quilt. To begin the project, they sketched what they intended their final product to become. Next, students drew templates and transferred the shapes onto pieces of cloth.

Finally, the swatches were sewn together, and a backing was added. Gottlieb enlisted the help of Cheryl Kraley, a Lexington resident who had volunteered to assist other teachers with similar projects. Volunteering her expertise throughout the month the class spent on their project, Kraley was instrumental in the completion of the quilt.

Gottlieb reports that the students approached the project with much enthusiasm. "I really liked this project," she explains, "because it gave the students a chance to show their strengths. Some students had never sewn before and needed help on that part, but [they] turned out to be the best at design."

Also, she believes this experience will stand out as one of the students' best academic memories from their years in high school. "What will they remember from this class in ten years?" Gottlieb asks, "The vertical angle theorem? Maybe, if I'm lucky. But this they'll remember."

"It doesn't work to give students eleven years of traditional math and then to introduce them to this. For it to really work, it has to be taught for all twelve years."

-Math teacher Kevin Kelly

Kelly, meanwhile, uses ideas from 1989 guidelines from the National Council of Teachers of Mathematics. He emphasizes student discussion, rather than instructor lectures, in all his classes. Also, Kelly stresses that simply obtaining the correct answer to a problem is not enough. The work leading up to that answer is equally important. Along these lines, he expects students to explain, in prose, both how they came to a solution and why their methods worked.

In several of his classes, Kelly assigns major research projects on a single topic chosen by the student, and in doing so reaches beyond the curriculum. Once the projects are complete, "each student is an expert in his or her material and can hopefully teach it to the others," Kelly enthuses.

In his two sophomore Modern Geometry classes, Kelly uses techniques that may seem radically different from teaching methods employed in traditional math classes. Only introduced this year, these classes emphasize the students' active participation. They use a piece of computer software called SketchPad, which Kelly calls an excellent "conjecturing tool." Students discover and prove theorems on their own.

Kelly says that the most important facet of all his classes is learning to express oneself mathematically in words, both spoken and written. "The older my students are," he ponders, "the less responsive they are to these ideas. It doesn't work to give students eleven years of traditional math and then introduce them to this in twelfth grade. For it to really work, it has to be taught for all twelve years."

The LEXINGTON YOUTH COMMISSION

is looking for sponsors for its Patriot's Day float.

Sponsors will have their names put on the float. For more information, contact LHS senior Kiran Raj.

Hockey frozen out of post-season competition

by Jeff Needham

As their season winds to an end, the boys' hockey team finds themselves much improved. However, more improvement is necessary if the boys wish to be competitive in the extremely difficult Middlesex League. The Minutemen played many string games this season, but also let down their guard on many occasions. Unfortunately, most of the Minutemen's best efforts against the strongest teams in the league translated into losses.

One of Lexington's best efforts came against a difficult Reading team. When the two teams met, Reading was ranked sixth in the Boston Globe's Top 20 poll. Lexington trailed early in the game but came back to tie it at the end of the first period. Reading scored in the second period but the Minutemen were once again able to come from behind and tie the game. Unfortunately for the Minutemen, their effort was all for naught as Reading broke the team's collective heart by scoring a goal with just three seconds remaining in the game. While it was a moral victory, the game still appeared as a loss in the standings.

Lexington had many other strong games and performances this season. The Minutemen stomped all over Watertown on their way to an 8-0 victory. This game marked the first career shutout for sophomore goalie Alex Olson. Lexington beat Watertown 5-1 the second time the two teams squared off. Junior forward Brian Delaney provided most of the offense this season for the Minutemen. Performances such as his five goal, one assist game against Stoneham and his multiple hat-tricks (three goal games) placed him among the league's 10 best scorers.

Senior captain Todd Spellman also provided consistency and reliability on offense. Senior assistant captains Jeff Hodgdon and Cliff Brangwynne proved to be versatile performers as well, logging time at both offense and defense. Other seniors contributing to the team's success were defensemen Jeff Needham, Frank Sespico, and Sam Duff. The season ended without a State Tournament berth, but look for the Minutemen to be knocking at the door again next season. With just three games remaining on the schedule, the Minutemen's record stands at 4-10-3.

The Minutemen pushed away Watertown's every advance this season, winning both matches against that team, 8-0 and 5-1.

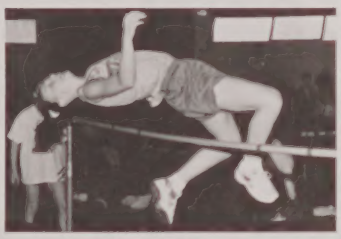
Indoor track teams fall to Reading, but head into post-season with high hopes of success

by Peter Gelling

Although they came into the meet with confidence after a spectacular win over Woburn, the Lexington boys' track team could not pull off a win at Reading last Tuesday night; consequently, their record fell to 6-2-1. That same night the girls' team fell short of what would have been a momentous upset, incurring their first loss of the season. The girls' team's record now stands at 8-1.

For the boys' team a win over Reading would have been truly spectacular. No serious competition was expected from the Minutemen against the Rockets, Lexington's longtime rivals. Reading had enough superstars to take most first places, as well as the depth to take most second and third places. Lexington competed in a spirited and strong manner, however, and was able to muster 27 points from undefeated Reading.

Reading possessed the superstars to take most first places but not all. They did not have anyone in the mile who could top the spectacular performance of senior newcomer Al Soparker who streaked to victory with a time of 4:50.4. Lexington's only other first place finish occurred in the relay. Senior tri-captain Andrew Richards, junior Todd Rosenfield, sophomore Ethan Fried, and senior Bryant Lee came together to beat Reading with a time of 3:44.3. Rosenfield also managed to take second in the 300-yard dash for a time of 35.8. Junior Tim Calvin (2:32.1) took second in the 1000-yard run while senior Mike Hemond (2:32.7) came from behind to take third.



Senior Vera Veldkamp is flying high.

Senior Dave Kern also added points with a 5'4" leap in the high jump. Other helpful finishes came from junior Aaron Adler in the two-mile race with a time of 10:53, and senior Jon Shank in the hurdles who finished with a time of 8.4 seconds.

Despite valiant efforts, Lexington just didn't have it in them to upset top ranked Reading. They did, however, end the dual-meet season on a winning note, beating Burlington on Saturday by a score of 52-34. At the Class A Meet on February 24, some of the boys will get a taste of state competition. The qualifiers include Tim Calvin and Mike Hemond in the 1000, Bryant Lee, Andrew Richards, and Josh Muller in the 600, Ethan Fried and Todd Rosenfield in the 300, and Dave Lee in the shot put. Three relay teams qualified as well. The foursome of Aaron Adler, Dave Myung, John Paul Mahoney, and Tim Calvin qualified for the 4x800, Richards, Rosenfield, Fried and Lee qualified for the 4x400; and Ash Weaver, Adam Fisher, Muller, and Bryant Lee qualified for the 4x200.

Against Reading, the girls' track squad provided all of the excitement one can expect from two undefeated teams coming head to head. Reading, however, presented a challenge few thought to be surmountable. Junior Kristen Johannson lead Lexington's charge. As Johannson crossed the finish line of the two-mile in first place with time of 11:55, the Lexington team was up and cheering, for they realized that they would be able to challenge their formidable opponent.

Continuing Lexington's impressive performance were junior Hillary Donellan in the shot put with a throw of 32'10", senior Shani Graham in the 55-yard dash with a time of 7.4, and junior Ellen Humphrey who ran the mile in 5:38.2. All contributed first place finishes to push Lexington to a one-point deficit at the relay, which would turn out to be the deciding race.

As the crowd hushed and the gun cracked, Lexington took a deep breath as they realized that the team of sophomore Kate Waller, sophomore Grace Licorish, junior Chi-an Wang, and Donellan, didn't have the strength they needed to defeat a strong-willed Reading team.

Lexington was on Reading's heels through the entire meet and never gave up. One can't help to be impressed with the efforts of the still young Lexington girls' track squad. The girls also ended their season well, beating Burlington by a score of 57-29. The girls' state meet qualifiers include Johannson and Lili Anderson in the 2-mile, Ellen Humphrey in the mile, Amy Porter in the 1000, Donnellan in the 300, Michelle Guinane in the hurdles, Graham and Licorish in the dash, and Rommelfanger in the high jump. The three relay teams also qualified, include the 4x800 team of Porter, Rommelfanger, Johannson, and Humphrey, the 4x400 team of Wang, Licorish, Bailly, and Donnellan, and the 4x200 team of Donnellan, Bailly, Graham, and Amie Shei.

The boys' swim team surfaced from a challenging season with a 3-2 record. The young team looks forward to a strong performance in 1997.

Swimmers come up for air

by Christopher Amar
and Jonathan Amar

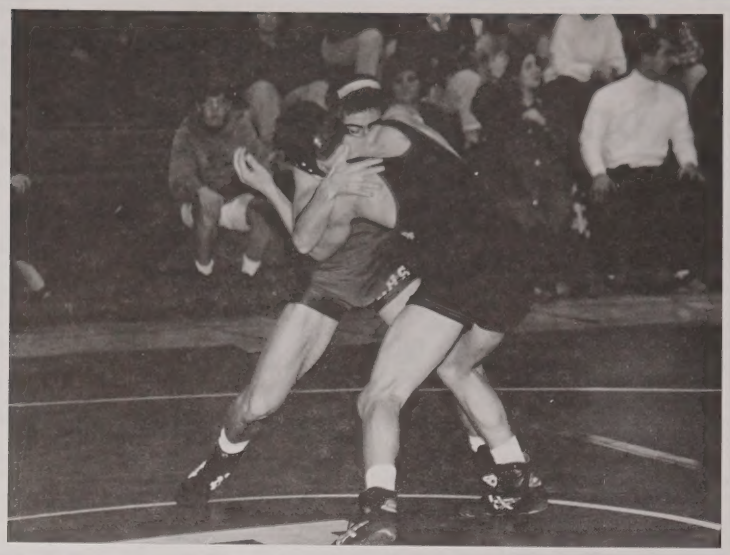
The boys' swim team has much to be proud of. It finished the season at 3-2, good enough to tie for second in the Middlesex League with Reading and Winchester. Despite all the snow days and postponements, many of the swimmers flourished, developing into some of the strongest competitors in the league.

These improvements put in perspective Lexington's poor performance at the Middlesex League Meet at Medford on February 9, where Lexington placed fifth. Melrose, Reading, Winchester, and Belmont all finished ahead of the Lexington boys. The first event, the 200 yard medley relay, was perhaps a portent of things to come: Lexington finished fifth, a whole eleven seconds before sixth place Burlington, but over eight seconds behind fourth place Belmont.

In the following event, the 200 yard freestyle, junior Steven Davis placed ninth in the league, followed by sophomore Jay Corr in twelfth. Juniors Will Ronco and Dan Paulsen and freshman Milan Raj followed with seventh, ninth and eleventh place finishes respectively in the 200 yard individual medley. Then, in Lexington's strongest showing of the night, juniors Bobby MacLean and Jesse Herman qualified for the sectional meet to be held later this month with times of 24.76 and 24.81 respectively in the 50 yard freestyle event. Following diving, Paulsen, Raj, and freshman John Amar had strong showings in the 100 yard butterfly event.

MacLean then swam to a third place finish in the 100 yard freestyle event in 55.74, almost one second faster than the time needed to qualify for sectionals, with co-captain Tom Kennedy placing eleventh. By this time Melrose led the pack with 145 points, while Lexington lingered in fifth place with 89 points. Davis and Corr followed with the 500 yard freestyle event, with Davis finishing forth and Corr eleventh. Finally, in the 100 yard breaststroke event, Herman again qualified for the sectionals with a second place finish of 1:11.57.

After the momentary stillness as the final score was read, the crowd cheered and quickly dispersed as Melrose celebrated its victory. Lexington has known the ecstasy of winning before and surely will again soon. They may have finished fifth in the league this year, but they entered the meet without junior Jake Kissel who had been a great asset last year. Furthermore, injuries hampered the three-month struggle for faster times. If all seventeen juniors return, along with super sophomore Jay Corr and the strong freshman class, Melrose may soon be walking away from the pool as another team celebrates its triumph.



Lexington wrestlers have fought their way to the best season in state competition in school history.

Marino, Rullo boost wrestling into state's elite

by J.R. Rudman

It's been business as usual for the LHS wrestling team this year. The Minutemen wrapped up their second 20-win season in three years this past month and were able to showcase their abilities to the rest of the state when they competed in the sectional meet in early February.

The Minutemen were counting on strong performances from seniors Peter Marino and Carmine Rullo to carry them through the tournament, and neither disappointed as they captured sectional titles at 215 and 130 pounds respectively. These performances helped the Minutemen to finish as one of the top teams in Division One North, the highest ranking of any team that was new to the section.

The Minutemen garnered an eighth place finish due to their two superstars, but also due in part to the performance of fellow senior Rob Lee who performed well enough to place third in the 140 pound class. While the Minutemen may have been wary of the reputations that followed many of the Division One teams, they certainly did not show it in the way they performed.

In order to win the championship, Marino had to face heralded wrestler Nick Brink, the defending state champion from Chelmsford. Brink may have been on top (no pun intended) last year, but this year it was Marino's turn as he pulled out a 6-5 victory. Rullo effected a similar upset as he defeated Shawsheen's Dan Hutchinson in overtime in the finals to capture the win. The Minutemen also received solid performances from Ron D'Abbraccio who earned a fourth place finish at 119 pounds; Bill Wright who placed sixth at 112; and senior Ben Fitts who placed seventh at 160 pounds. The Minutemen will look to accomplish even more in the upcoming state meet, and there is no reason why they should not expect to achieve similar results.

At season's end, Minutemen bank on success in 1997

by Nick Roetter

With their season over, the Lexington High School boys' basketball team can only do one thing: look forward to next year. While this season was somewhat of a rebuilding year for the Minutemen, on some nights they showed that they have amazing potential.

The season started out on a positive note with a 50-46 win at Woburn, but thereafter the Minutemen lost tough games to Wakefield, Winchester, and Reading. They eventually broke out of their slump on January 5 in front of a home crowd with a convincing victory over Melrose.

There were other games in which the Minutemen put on a strong showing. In a January 19 loss to Wakefield, a team that was ranked in the Boston Globe's top 20, the Minutemen clawed their way to within two points, only losing by a single basket. In a home game against Stoneham, another top team in the Middlesex League, they upset the Spartans by playing smart, team-oriented basketball.

Top performers for the Minutemen this season were sophomore Taj Washington, who was selected to be the team's representative in the Middlesex League All-Star game, and senior Darnell Hite, who showed tremendous athletic ability on both ends of the floor.

Although they failed to qualify for the state tournament, Lexington will only get better, building on players such as Solomon, Ifill, Nawoichik, and Yasaitis.

Next year the team will sorely miss Hite, along with Max Wilson and Ray Chang, the team's other two seniors. Junior Nate Jaffee, the team's captain, quarterbacked the Minutemen and gave them much needed leadership throughout the season.

Although they failed to qualify for the state tournament, Lexington will only get better, building on players such as sophomores Jason Solomon, Mike Ifill, Steve Nawoichik, and John Yasaitis, who emerged as a force to be reckoned with when he poured in a career high 18 points against Belmont late in the season. Completing the strong returning nucleus are juniors Matt Smith and Jon Mandle, as well as three-point shooters Mehran Ahmed and Bobby Fleiss. The experienced backcourt of Jaffee and Mandle will be one of the best in the league next year, and the Minutemen should be one of the teams to watch in the ever-tough Middlesex League.

Tower of Power: Senior Dave Lee has emerged as one of the league's best shot putters.

Minutemaids' stars shine, but team falters overall

Next year's squad will depend on experience and leadership from the likes of junior Jackie Yerardi.

by J.R. Rudman

It has definitely been a year of transition for the girls' basketball team. Julie Bonner, last year's top scorer, graduated in 1995, and the team came into this season with only one senior. However, the team has been blessed with a plethora of talented young players. Despite ending their season with a 52-29 loss at the hands of a powerful Burlington team, the girls finished the season with a respectable 6-12 record.

The Minutemaids were undoubtedly a team on the rise this year. Junior co-captain Jackie Yerardi has been the team's floor leader. A player who combines quickness with a deadly touch from behind the three-point arc, Yerardi has been crucial to the team's success this year. She should prove to be even stronger next year, her fourth with the team.

Another player who has been a more than pleasant surprise for coach Laura Lasa is Andrea Pawliczek. The sophomore, who Lasa chose to be captain, a rare honor in itself, has more than lived up to the weighty expectations placed upon her when she cracked the starting lineup as a freshman last season. Pawliczeck finished the season leading the Middlesex League in scoring with around 16.5 points a game, and has erupted for as many as 28 against Stoneham.

These two stars have also had support from players like Petra Hagenah, the lone senior on the team who is prone to explosive scoring outbursts, and freshman Chanel Mercer. Mercer, the cousin of Kentucky basketball star Ron Mercer, has proved that athletic ability must be in the blood. Mercer has been a solid contributor in the starting lineup this year and will undoubtedly be a player to watch for the next three years.

The Minutemaids will be returning nearly all of their top players next year, and they are definitely looking forward to become a top power in the Middlesex League. Barring a catastrophe of immense proportions, the 'Maids will definitely be contenders next year and look forward to a possible return to the state tournament.

Varsity Scoreboard

as of February 21, 1996

Indoor Track	
Boys'	6-2-1
Girls'	8-1
Ice Hockey	4-10-3
Wrestling	20-0
Basketball	
Boys'	4-14
Girls'	6-12
Boys' Swimming	3-2